

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**



We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£8017
Total amount allocated for 2020/21	£19170
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4,959
Total amount allocated for 2021/22	£19,152
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,152+4959 = £24,111

Crescent Primary School Mission Statement:

The mission of Crescent Primary School's staff and governors is to educate minds, develop healthy bodies, and promote positive attitudes towards lifetime physical activity, fitness, and sports skills. With a quality physical education program in place, each student will be empowered with the knowledge and skills necessary to make responsible lifestyle choices that directly impact his/her health and well-being.

Guiding principles that have been considered when putting this action plan together and deciding how to allocate the primary school funding:

- Consider the overall PE and sport provision across the school with respect to ALL pupils.
- Identify how best to maximise the impact of PE, physical activity and competitive sport on young people and school standards. This may include targeting of specific pupils e.g using PE and sport as a vehicle to develop writing.
- Embed the investment within the school development plan to ensure that there is a strategy for the development of teacher confidence and competence in PE and wider outcomes for young people.
- Build on the generic teaching skills of the classroom teachers, giving professional development opportunities, and therefore expertise, in how to develop physical literacy and the breadth of learning that comprises physical education.
 - Work collaboratively with other schools to develop a creative and higher quality provision.
- Develop physical literacy by focusing on your pupils' fundamental movements, rather than generic sport skills and ultimately small-sided games.
 - Use qualified and suitably trained coaches to improve the quality and range of school sport offered to enrich the curriculum.

Action Plan

Before putting together our action plan we considered the following questions and self-reviewed our current provision:

1. Does your school have a vision for PE and school sport?
2. Does your PE and sport provision contribute to overall school improvement?

Created by:



Supported by:



3. Do you have strong leadership and management of PE (and school sport)?
 4. Do you provide a broad, rich and engaging PE curriculum?
 5. How good is the teaching and learning of PE in your school?
6. Are you providing high quality outcomes for young people through PE and school sport?
7. Are you providing a rich, varied and inclusive school sport offer as extension of the curriculum?
8. Are all pupils provided with a range of opportunities to be physically active and do they understand how physical activity can help them adopt a healthy and active lifestyle?
 9. Does the school know how to effectively utilise the new PE and school sport funding?

Key Achievements to date until November 2023:	Areas for further improvement:
<ul style="list-style-type: none"> • Gained Bronze Sports Mark Award 2019 / 2020, 2022/2023 • Was recognised by Mansfield Partnership for work related to PE during 2020/2021. • Quality of teaching / delivery of PE has been good due to coaching and staff participation. • Regular after school clubs / lunch time clubs for sport and games. • Play leaders trained and enthusiastic about their role. (10) • Pupil voice questionnaires were used to find out opinions of PE in school. • Coaching continued through lockdown with PE tasks set for home-learning too. • Skills ladder introduced and followed for teaching and assessment purposes. • Being active introduced to help promote positive behaviour. • Children have 2 hours of PE allocated in a week. • Children enjoy PE • Use of referees (Y6) to support football at playtimes • Mental health and well being project run for 20 children in year 3 and 4 to support those most affected during the pandemic. • Entered the virtual football league 	<ul style="list-style-type: none"> • Organise the curriculum around the sporting calendar to ensure comps / festivals are attended. • Covid has impacted on opportunities and as a result fitness levels have also been impacted. This also links with mental health. This, year we will incorporate activities to improve and raise awareness of the links between mental health and being active. • More opportunity for intra-school competition. • Resource audit and purchase resources as required. • Book in play leader training • Staff training through Mansfield Partnership

Swimming Data

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For <u>example</u> you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p>	<input data-bbox="1615 579 1854 679" type="text"/>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	<input data-bbox="1615 802 1854 903" type="text"/>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<input data-bbox="1615 938 1854 981" type="text"/>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/No</p>

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/24	Total fund allocated:	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: %
Intent	Implementation	Evidence Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children to be given the opportunity to be active within the school day. Use of active websites – BBC Super Movers, Just Dance, Go Noodle.	Staff Meeting to share good practise. Expectation on timetable opportunities are given.	£528	LTP created with a view that there is a broad and balanced curriculum available.	
All classes timetabled for 2 hours of PE curriculum time each week.	PE timetables created each term to match curriculum and year group needs. Water bottles purchased for every child R – Y6 (Howard Plastics).			
To ensure children have opportunity to engage in physical activity during break time.	Playleaders available each day. Football on the MUGA – rota. Playtime toys available.			
Extra curricular PE clubs offered after school and at lunch time.	See clubs list (Appendix 1)			
		School Budget (Support staff O/T code 10411)	3x after school clubs available through coaches.	

<p>TAs to use sport / outdoor time to promote positive behaviour.</p> <p>Create an ethos of sportsmanship and interest of sports beyond Crescent Primary through experiences of different sports and activities.</p> <p>PE Lead to attend a course on 60 active minutes.</p>	<p>Identified / Targeted children to take part in small group games with a focus on increased participation in physical activity.</p> <p>Links created with external clubs to create opportunities for all children.</p> <p>Timetables created that ensure 30 minutes of active time for each child in school on a daily basis.</p>		<p>Staff on duty to encourage children who need structure to play alongside the play leaders during break time. Dinner staff offer sport opportunities every day.</p> <p>Children attend festivals and we advertise clubs and outside sport events through our newsletter and social media pages.</p> <p>Course attended and through staff meeting – ideas shared.</p>	<p>Complete pupil voice questionnaire for what children would like as options at lunch time.</p>
--	---	--	--	--

<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
	<p>%</p>

Intent	Implementation	Evidence /Impact		
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Children to be dressed appropriately for PE and not miss out due to lack of kit.</p> <p>To use sport as a tool to overcome barriers for children facing social, emotional and behavioural difficulties.</p> <p>Celebrate sporting success in and out of school.</p>	<p>Texts to be sent home / PE kit expectations set on the website and newsletters.</p> <p>Children to be targeted for roles in school – playleaders / referees.</p> <p>Use of assembly to celebrate success. Display board to show</p>	<p>School Budget</p>	<p>Kit supplied where needed.</p> <p>Individual staff to raise awareness of children who may benefit from a sport's leader role.</p> <p>Sport's achievements are celebrated in Friday assemblies.</p>	<p>Display board adapted weekly.</p> <p>Office staff to update online.</p>

<p>Use of the website, Seesaw and social media to promote and celebrate participation and achievements.</p> <p>Create a PE display board.</p> <p>Identify the 'least active' children within the school and actively encourage participation in extra curricular sports / Festivals</p> <p>Create links with community clubs and let parents know of talent within children in class.</p>	<p>achievements.</p> <p>Teachers to celebrate success within class.</p> <p>PE / Office (online) lead to update the PE noticeboard.</p> <p>Staff to encourage all children to participate in clubs / led playtime activities. **Use of holiday clubs for children in the community.</p> <p>Staff to signpost clubs to parents / carers when talent and enjoyment is observed.</p>		<p>Pupils are aware their successes are celebrated.</p> <p>Children attend the non competitive festivals and are encouraged where necessary to attend out of school activities.</p> <p>Links created with football / rugby / tennis / basketball and dance clubs.</p>	
---	--	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%98.5
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>To increase staff confidence, knowledge and skills in teaching PE and sport.</p>	<p>CPD through team teaching with sport's coaches. Range of expertise employed – games / multi skills and dance.</p>			
<p>Implement a progressive whole school curriculum, to support teachers to know what and how to teach high quality PE.</p>	<p>PE Lead release time to monitor PE coverage. **Create new and more detailed documents with end of year expectations for each area of PE.</p>			
<p>To continue to support and develop the role of PE subject leader so they are able to effectively lead across the whole school.</p>	<p>Continue to engage in the Mansfield Schools Games Partnership. Create opportunity to collect information for a 'Deep Dive.' Release time for monitoring activities</p>			
<p>CPD sessions available through the MPSSP.</p>	<p>Advertise relevant CPD opportunities.</p>			
<p>Staff Meeting Time to deliver feedback from the PE conference.</p>	<p>Updates to be shared in an allocated staff meeting.</p>			

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation:</p>
	<p>1.5%</p>

Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Additional achievements:</p> <p>To offer a broad range of sporting activities resulting in a greater percentage taking part in extra-curricular sports activities</p> <p>Attend a variety of PE and Sports Festivals, fixtures and events.</p> <p>To improve swimming results by taking the Y6 children for a sustained block.</p>	<p>Range of after school / lunch time clubs offered. Balance bike course Specialist teachers to deliver PE sessions in school Work with school council to identify potential new experiences. Holiday clubs offered. Purchase equipment as required.</p> <p>Utilise the competition / festivals offered from the Mansfield Partnership.</p> <p>Swimming booked for Autumn term.</p>		<p>All clubs maximum attendance.</p> <p>Balance bike courses full.</p> <p>Holiday clubs well attended.</p> <p>Festivals regularly attended across school.</p> <p>Swimming moved to Y6 as more progress has been achieved this way.</p>	
---	---	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>School to host annual sports day events x3 for all children to participate in.</p> <p>To increase the number of opportunities for children to participate in competitive sport.</p> <p>Deliver intra-school competitions between year groups / key-stages for all children within school.</p>	<p>Sport's days on the calendar.</p> <p>Join Mansfield Partnership to access their competition calendar</p> <p>Plan for intra-competitions on a half termly basis.</p>	<p>School Budget</p>		
--	--	----------------------	--	--

Signed off by	
Head Teacher:	<i>[Signature]</i>
Date:	
Subject Leader:	Y Cooper
Date:	
Governor:	
Date:	